



## Advanced Decoding: Letter Combinations

Given a printed letter combination, students can:  
say its sound, read words with the letter combination,  
build or spell words with the letter combination.

### Prepare



- Write a large *ai* on the board.
- Below the *ai*, write:
 

ch	ai	sh	th	ai
fl	ai	ng	ai	ph
ai	qu	ai	ch	wr
- Write these words on index cards:  
paid, maid, braid, bail, fail, jail,  
hail, mail, pail, nail, snail, snail,  
sail, tail, rail, frail, wail, wait, bait,  
gain, grain, rain, main, vain, chain,  
drain, stain, strain, train,  
pain, paint, quaint, saint, faint,  
faith, air, fair, hair, chair, stairs.
- Provide paper and pencil for each student.

### Introduce *ai* (5–7 mins)



- Write the letters *ai* on the board; make them at least a foot tall.
- Some letters stick together, so they make one sound even though they are two letters. Here are two letters that stick together. The sound for these letters is /A/, like in *aim*. It's the sound in the beginning of the word *say*: /A/. What's the sound?**
  - Look for students who are not saying the sound. Ask them: **What's the sound?**
  - Look for students who are making the wrong sound and model the sound for them until they have it right. **Well done, everyone.**
- Erase *ai* and write a mix of 15 letters and letter combinations on the board, arranged randomly: six of the items should be *oa* and they should be interspersed with nine other items dissimilar in appearance to *ai*, such as *th* and *wr*.
- When I point to the letter combination we just learned, say the sound. When I point to anything else, give a thumbs down. My turn first.** Point to a series of items and either say the sound or make a performance of saying nothing, as appropriate.
- Your turn. Ready?** Point to letter combinations randomly, holding on each one for a few seconds.
  - If a student says the sound for one of the other items (not *ai*), point to *ai* and say: **You only need to make a sound for these letters. When I point to anything else, stay quiet. Ready?**

Review the Sound  
*ai* makes.

th	ai	sh	th	ai
fl	ai	ng	ai	ph
ai	er	ai	ch	wr

Model for the  
student.

## Introduce *ai* (5–7 mins) *Continued*

- b. Look for students who are saying nothing when you point to *ai*. Have those students try items individually until they have it (but don't call only on struggling students). Keep going until everyone has the new sound.
6. **Now, each of you will take a turn finding *ai*, saying the sound it makes /A/ and then tracing it with your finger to erase it.** Call on one student at a time to come to the board, find *ai*, trace it, and say /A/.

## Read words with *ai* - Chaining (8–10 mins)



1. **We are going to practice reading words with *ai*. I'm going to show you a word and you will read it out loud. After you read the word, we will change one or two letters to make a new word.**
2. **Watch me do one.** Write *ai* on the board and point to it. **This is /A/. If I know /A/ and add /m/ after it (write *m* after *ai*), it becomes *aim*.**



3. **Let's do one together.** Write *paid* on the board. **What's the word?** Students should read the new word, *paid*.
4. **Change *p* to *m*. What's the word now?** Students should read the new word, *maid*.
5. Continue with the following words. Tell students which letters to change and have them read the new word.  
*paid* → *maid* → *braid*  
*bail* → *fail* → *jail* → *hail* → *mail* → *pail* → *nail* → *sail*  
*snail* → *sail* → *tail* → *rail* → *frail* → *wail* → *wait* → *bait*  
*gain* → *grain* → *rain* → *main* → *vain* → *chain\** → *drain* → *stain*  
*stain* → *strain* → *train* → *pain* → *paint* → *quaint\** → *saint* → *faint* → *faith\**  
*air\** → *fair\** → *hair\** → *chair\** → *stairs\**

To increase student engagement, pose the question first, provide wait time, and then call on individually selected students or on the whole group.

\*These words might be more challenging to students.

## Read words with *ai* - Chaining (8–10 mins)

Use the strategies below to scaffold instruction for students who need it.

### Support

1. **When I touch the letter combination, say its sound and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, say it fast.** Underline *ai* in each word you write on the board, so students read it as one sound.
2. **Let's try it together.** Start saying the first sound as you touch just beneath the first letter. Hold each sound for about one second. When you come to *ai*, put your index and third finger underneath both letters, and read it as one sound. For example, **pAAAd. Now, say it fast. What's the word? Paid.**
3. **Your turn. Ready?** Make sure everyone is looking at you, then touch the first letter and let students sound it out and stretch out the sound. Students should say, **mmmAAAd. What's the word?** Students should say *maid*.
4. Continue with the rest of the words.

### Challenge

1. **Can you think of any other words that have the /A/ sound spelled with *ai*?** As students suggest words, write them on the board.
2. Have students practice reading the following words with the *ai* spelling: chain, quaint, faith, air, fair, hair, chair, stairs.

## Say It, Write It, Read It Word Game (5–10 mins)



Make sure you've erased the words from the board from the previous activity. Get the words you wrote on index cards and shuffle the stack.

1. **We are going to play a game called Say It, Write It, Read It. I'm going to give one of you an index card with a word to read out loud. The rest of you will spell and write the word down. Once you finish writing the word, I will count to three and we will all read the word at the same time. Then we will check our spelling of the word.**
2. **Let's practice.**
  - a. Hand out paper and a pencil to each student. Pick a student and hand out a word to read. The student should say, "the word is (*word*)." **Spell out the word in your head, then write it down.** Watch for students who don't get the *ai* spelling.
  - b. **Are you ready? I'm going to count to three and we'll say the word together. One, two, three!** Read the word with students.
  - c. **How did you spell (*word*)?** Call on one student to share out the correct spelling while the rest of students check their spelling of the word.
3. **Let's keep going.** Repeat the steps above and watch for students who don't get the correct *ai* spelling. Have them correct their spelling and underline *ai* in each word.



## Advanced Decoding: Multisyllabic Words

*The purpose of this activity is for students to apply the knowledge, when reading two-syllable words, that vowel team syllables have two or more vowels.*

### Prepare

- Print out the Vowel Team Syllable poster from the [6 Syllable Types Classroom Poster Set](#).
- Print out the *When I bump into two...* poster from the [Syllable Division Poster Set](#).
- Distribute whiteboards and markers to each student. Use paper and pencils if you don't have enough whiteboards for each student.
- Use the word bank at the end of the activity.

### Warm-Up



**Let's review how we identify and read vowel team syllables in multisyllabic words. This poster will help us with our work today.** Display and read the rule on the Vowel Team Syllable poster. **Let's first do a quick review of some common vowel teams and the sound they make together.**

1. Write ai, ay, ee, ea, au, aw, oo, oi, oy, oa on the board, and point to them as you say the long vowel sound.
2. **Let's say the sounds for each of these vowel teams:**
  - ai, ay → /A/
  - ee, ea → /E/
  - au, aw → /au/
  - oo → long /oo/ as in boot, or short /oo/ as in book
  - oi, oy → /oy/
  - oa → /O/
  - ou, ow → /ow/
  - igh → /I/

**Today, we are going to learn how to divide longer words into their syllables.** Display all of the Syllable Division posters and review the rules for each one.

## Modeling

When I see a multisyllabic word, the first thing I do is find the vowels in the word. I mark them, then look at the consonants in between. If there are two consonants, I put a slash between them: *When I bump into two, one for me and one for you!* Show *When I bump into two...* poster from the Syllable Division posters. **This will work most of the time to divide the syllables in multisyllabic words.**

Model for students.

My turn, watch me. I'm going to look at this first word.

1. Write *canteen* on the board. **I spot the vowels and underline them.** Point to the vowels *a* and *ee* and underline them. **I look in between the vowels and see two consonants.** Point to the two consonants, *nt*.
2. Point to the first poster of the Syllable Division posters and read, *When I bump into two, one for me and one for you! I know I need to divide between the two consonants.* Put a slash between the two consonants.
3. **I look at the first syllable and notice that it is one vowel followed by one consonant. So I know it is a closed syllable. Because it's a closed syllable, the vowel will make a short vowel sound.** Point to the *a* and make the short vowel sound. Then, read the entire syllable with the short vowel sound, *can*.
4. **I look at the second syllable, and I notice that it has two vowels combined. So I know it is a vowel team syllable. Because it's a vowel team syllable, the vowel will make a long vowel sound.** Point to the *ee* and make the long vowel sound. Then, read the entire syllable with the long vowel sound, *teen*.
5. **Now, I will read the whole word with both syllables, *can-teen, canteen*.**

## Guided Practice



**Let's try the next one together.** Pass out whiteboards and markers or paper and pencil, and have all students copy the word that you write on the board.

**Let's go through the steps together.**

1. Write *subway* on the board and have students copy it on their whiteboards. **Let's spot the vowels and underline them.** Make sure students underline the vowels *u* and *ay*. **We look in between the vowels and see two consonants.** Point to the two consonants *b* and *w*.
2. Point to the first poster of the Syllable Division posters and read, *When I bump into two, one for me and one for you! We know we need to divide between the two consonants. Put a slash between the two consonants *b* and *w*.*

## Guided Practice *Continued*

3. We look at the first syllable and notice that it is one vowel followed by one consonant. So we know it is a closed syllable. Because it's a closed syllable, the vowel will make a short vowel sound. Point to the *u* and make the short vowel sound. Then, read the entire syllable with the short vowel sound, *sub*.
4. We look at the second syllable, and notice that it is two vowels combined. So we know it is a vowel team syllable. Because it's a vowel team syllable, the vowel will make a long vowel sound. Point to the *ay* and make the long vowel sound. Then, read the entire syllable with the short vowel sound, *way*.
5. Now, we will read the whole word with both syllables, *sub-way, subway*.

**If Correct:** Fantastic! You read a multisyllabic word with vowel pair syllables by using our division rule.

**If Incorrect:** Let's review the steps and rules again. *Go through the steps with students and model with the word "subway."* When I have a multisyllabic word that I am going to read, the first thing I do is find the vowels in the word. I underline them, then look for the consonants in between. If there are two consonants, I put a slash in between them. When I bump into two, one for me and one for you!

Students should be reading the syllables and word with you as you guide them.

Try to get a correct response before proceeding.

## Practice

**Ready to try the next one on your own? Copy the multisyllabic word I show you.** Show the students a word on your whiteboard from the word bank. Follow the steps below.

1. Write the word on the board and have students copy it on their whiteboards. **Look for the vowels, underline them. Find the consonants between the vowels.**
2. Point to the *When I bump into two...* poster from the Syllable Division posters and read, ***When I bump into two, one for me and one for you! We know we need to divide between the two consonants. Put a slash between the consonants.***
3. **Look at the first syllable, find the vowel, and say the correct vowel sound it makes. Then, read the entire syllable with the correct vowel sound.**
4. **Look at the second syllable, find the vowel, and say the correct vowel sound it makes. Then, read the entire syllable with the correct vowel sound.**
5. **Read the entire word, one syllable at a time, and then put the syllables together to read the whole word.**

## Practice Continued

Go through these steps together for the first five words. Then, have students go through the steps on their own for the rest of the words, one word at a time. Call on individual students to read the words after they have followed the syllable division steps.

## Word Bank

Word	Syllable Division
esteem	es/teem
belleek	bel/leek
indeed	in/deed
settee	set/tee
peetweet	peet/weet
agree	a/gree
genteel	gen/teel
fifteen	fif/teen
esteem	es/teem
coffee	cof/fee
mammee	mam/mee
subway	sub/way
sixteen	six/teen
weevil	wee/vil
shallow	shal/low
toffee	tof/fee
minnow	min/now
pillow	pil/low
teammate	team/mate
sunbeam	sun/beam

Fluency 3	<b>Activity Breakdown:</b> <ul style="list-style-type: none"><li>• Present a list of words from the story to the class that you pretend not to understand (or be able to pronounce, depending on the goal).</li><li>• Students review the story for themselves to find other words that are difficult for them to pronounce and/or understand the meaning of, and add those words to the board.</li><li>• Students, with your guidance, group the words into two categories:<ul style="list-style-type: none"><li>• those that someone in the class may have a clue about.</li><li>• those that are a complete mystery.</li></ul></li></ul>
Grade 2	

<b>Goals:</b> <ul style="list-style-type: none"><li>• To instill a class atmosphere where questions and curiosity about words are encouraged.</li><li>• To make students aware of words that are challenging in the text.</li><li>• To help students to be able to pronounce challenging and/or multisyllabic words.</li><li>• To help students understand the meaning of challenging words in the text.</li></ul>
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## Prepare

- Print out one copy of [Mrs. Su, Where Are You](#) for you and one for each student.
- Print out one copy of [Word Detectives - Word List from Mrs. Su, Where Are You](#) for you and one for each student.
- Get a dictionary(ies), either book or online, one for you and one for each student.

## Introduce



**I need your help. When I read the story, I found some words that I had a hard time with.** Write the words from the word list on the board.

## Activity



1. When you read, it's common to find challenging words. But good readers rarely let them slip by. They become Word Detectives! Word Detectives use clues and tools to help them understand challenging words. I'm sure some of you are already great Word Detectives, and today, you'll all become better at it! The first thing you need to do is identify your suspects. I want you to read through the story and underline any words that you find challenging for any reason. Remember, good detectives would never let a suspect slip by if they weren't 100 percent sure of its meaning or pronunciation.
2. Begin the activity and give appropriate work time for the length of the passage.



## Activity *Continued*

3. I'm glad to have such helpful detectives! Now, as we hear which suspects each detective has found, remember: Different detectives have different suspects. You may even be able to help other detectives with a suspect they have identified. But, don't call it out. That's not fair to all of the detectives here! After all of the suspects are on the board, there will be a chance to help.
4. Add students' words to yours on the board. Create an environment in which students are willing to share their uncertainty by referring back to your own list, sharing why you were uncertain, keeping the class from calling out replies, and by commending those willing to share their questions. Celebrate as the list grows bigger. We are really going to understand everything about this story after this!
5. Now that we have our suspects, we have some work to do. A good detective needs to be organized, so we'll organize our list. Make a table on the board with two columns:

Words we may know or have a clue about	Words that are very mysterious

6. If you think you can help with one of these challenging words, raise your hand, tell me which word, and I'll put it in the Words we may know column. Don't tell us the clue yet, that's coming soon! The words that no one feels he or she can help with will be put in the mysterious column.
7. After all of the words are sorted, invite students to explore the words for which they feel they have clues for the meaning or pronunciation.
  - a. This could come by way of a formal class discussion, with students individually sharing ideas.
  - b. For a more lively experience, students could be led toward first interviewing one another before sharing results with the group, like true detectives!
8. If these ideas do not arise from class sharing...
  - a. Point to phonemes, syllabication, and similar words for clues on pronunciation difficulties.
  - b. Discuss prefixes, suffixes, roots, and similar words that the class may know for difficulties with meaning.
9. After all of the words in the first column have been discussed and their clues recorded, it is time to check them and move on to those in the second column.

## Activity Continued

- a. If your students are skilled in using the dictionary, divide them into groups and give them some words to look up. Each group should have some words from the first column, so they may test the class' theories, and some from the second column to research on their own.
- b. Optionally, you can read or paraphrase a definition to the class from the dictionary. **Let's see how good our detective instincts were!**

## Wrap-Up



After all of the challenging words have been addressed, have the students reread the story and discuss how being a Word Detective has impacted their reading.

### Support

Have students read to you. Note which words were challenging for the student to pronounce, or ask questions about the meanings of words they suspect may be challenging for the student.

### Challenge

Have students "edit" the story. Instruct them to replace words in the story with synonyms that maintain the story's meaning.

## Comprehension: Claim and Evidence **Grade: 2**

LESSON INFORMATION	PASSAGE INFORMATION
<p><b>Goal:</b> Close Reading and Discussion: Students read to stake a claim based on evidence, then collaborate to refine their claim.</p> <p><b>Time:</b> 40 minutes</p> <p><b>Class Size:</b> Small group</p> <p><b>Sample Passage Title:</b> <a href="#">Jack and the Beanstalk</a></p> <p><b>Materials Needed:</b> Copies of the passages</p>	<p><b>Genre:</b> Literary</p> <p><b>Grade:</b> 2</p> <p><b>Passages:</b> When selecting passages, be sure that they include rich content and that they are on the higher end of the qualitative and quantitative text complexity continuum for the grade level.</p>

### Introduction (3 minutes)

#### 1. Preview the text

- Provide a brief explanation of the text.



We are going to read a new text today. It is about a boy who learns how to jump rope and makes friends.

#### 2. Explain the skill

- Provide a brief statement of the purpose of the activity.



Today we are going to learn about using evidence. When we read and answer questions, it is important to use evidence or words from the text to support our answers.

### Close Reading (25 minutes)

#### 3. Engage in a whole-group read

- Read the text as a group. Randomly call on students to read portions of the text. Ensure your pattern of calling on students is unpredictable so all students continue to read along.

# Amplify.

- Highlight key vocabulary — define the words and provide examples. Have students share examples.
  - worried
  - horrible
  - approached
  - afford
  - good fortune
  - thunderous
  - greedy
  - scrambled
  - trembled
  - seized
- Ask text-dependent questions throughout the reading.



**Before we practice using evidence, let's read through the text as a group and answer some questions while we read.**

*Some examples:*

Page	Question	Possible Response
1	Why is Jack's mother worried?	She is worried because Barky the cow is not giving milk.
2	Why do Jack and his mother decide to sell Barky?	Barky is not giving milk. They think the money from selling Barky could help them buy food.
2	Who does Jack meet on his way to the market?	Mr. Bones wants to give Jack five beans.
3	What does Mr. Bones want to give Jack for his cow?	Grandpa came at night.
4	Why does Jack take the beans?	Jack hoped they would bring good fortune.
5	How does Jack's mother feel about the beans?	She is angry that Jack brought home beans. She doesn't believe the beans are magic.

5	What did Jack do with the beans?	Jack threw the beans out the window.
6	What happened to the beans overnight?	The beans grew into a super-tall beanstalk.
7	Why does the giant woman feed Jack?	Jack begs her for food, and she hears Jack's tummy growl.
7	What could the <i>Thump! Bump! Thump!</i> sound be?	It is probably the giant walking.
8	What does the author mean when she says, "A hundred cows could fit inside of them."	She means that the giant's shoes are very big.
9	What happened when the giant said he smelled a boy?	His wife told him he was probably just smelling cheese.
9	Why does the giant bring out his golden hen?	He brings it out because there are no greedy humans around.
10	What does Jack do with the magic hen?	Jack takes the hen and brings it home to his mother.
11–12	Why does Jack go back up the beanstalk?	Jack wants more cake and probably wants to see what else the giant has.
12	What happens when Jack takes the giant's silver pot?	This time, the giant runs down the beanstalk after Jack.
13	How doe Jack stop the giant?	Jack chops down the beanstalk with an axe.
13	How does Jack feel about the giant at the end?	Jack feels sorry for bad about the bump on the giant's head and for taking the giant's stuff.
14	How does the text end?	Jack, his mom, and the giant share cake and the riches.

## 4. Make a statement about the text



Now that we've read the text, I am going to share a statement or sentence about the text. Your job is to decide whether you agree or disagree based on what we read in the text.

- Read aloud a statement you have created for this text. Post it so the group can see it.  
Example statement: *Jack made a good choice when he traded his cow for five beans.*



Think about this statement. Do you agree or disagree? Give me a thumbs-up if you agree or a thumbs-down if you disagree. It seems like some of us agree and some of us disagree.

## 5. Reread and find evidence

- Reread the text and discuss the evidence that supports the statement. Discuss evidence that supports the statement, and evidence that does not support the statement.



Let's reread the text to find some evidence to help us agree or disagree with the statement *Jack made a good choice when he traded his cow for five beans*. Every time we come to some evidence, we'll give it a thumbs-up if it supports the statement and a thumbs-down if it does not support the statement.

*Examples of evidence from the text:*

1. *Barky, the cow, was not making milk* (p. 1)
2. *Jack says he doesn't like beans* (p. 3)
3. *Mr. Bones said the beans were magic* (p. 4)
4. *Jack thinks the beans could bring good fortune* (p. 4)
5. *Jack's mother was angry that he did not get money for the cow* (p. 5)
6. *The beans grow into a giant beanstalk that brings Jack to a giant's house* (p. 6)
7. *Jack takes a golden hen and a silver pot from the giant* (pp. 10 and 12)
8. *The giant and Jack become friends and share the riches* (p. 14)

## Close Reading – Discuss (10 minutes)

### 1. Pair the students

- Pair each student with another student who had a different response to the statement.



Find a partner who had a different response to the individual poll: *Jack made a good choice when he traded his cow for five beans*.

## 2. Partner discussion

- Pair each student with another student who had a different response to the statement.



Compare your answers and try to convince your partner that you are correct. Use the evidence we discussed.

## 3. Prompt students to revisit the statement

- Prompt students to indicate whether they agree or disagree with the statement and then answer the question about whether their thinking changed or stayed the same after talking to their partner.



Now that you've talked with your partner, what do you think about the statement? Give me a thumbs-up if you agree or a thumbs-down if you disagree.

## Wrap Up (2 minutes)

### 1. Review the results

- Ask students whose agreement or disagreement with the statement changed or stayed the same.



Raise your hand if your partner convinced you to change your response. Raise your hand if your partner didn't.

### 2. Close the activity



Today we practiced using evidence to support our thinking about a text. We read *Jack and the Beanstalk* together. We found evidence to support whether we agreed or disagreed with the statement. We worked with our partners to try to convince them of our point of view based on the evidence we collected.

Comprehension 1	<b>Activity Breakdown:</b> <ul style="list-style-type: none"> <li>Students read two passages by the same author, but this fact is unknown to them.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Discuss: How might you tell if these stories were written by the same person?</li> <li>Students gather key elements from each story as “clues.”</li> <li>Additional discussion clarifies the elements of each story.</li> </ul>
<b>Goals:</b> <ul style="list-style-type: none"> <li>To develop an awareness of an author’s craft.</li> <li>To read two passages and find key elements of description within each.</li> <li>To discuss these key elements of description as a group.</li> </ul>	

## Prepare

- Print out one copy of [The King of America](#) and [The King’s Best Friend](#) for yourself and one for each student.
- Provide pencils, pens, and/or highlighters.

## Introduce



Sometimes, famous authors write stories under different names, trying to trick their audience and make themselves seem unknown. But if you read and look closely, you can discover the truth! Today, you will read two stories and try to determine if they were written by the same author.

**What are some things in the stories that might help you decide?** Allow for discussion and sharing. Lead the discussion toward elements of the author’s style, diction, use of description, and even subject matter. Write students’ ideas on a large board.

## Modeling & Guided Practice



Let’s read the first story, [The King of America](#), together and find some things that may help us. Read [The King’s Best Friend](#) with students (either silently or out loud).

- What would you say this story is about?** Briefly lead a summarizing group discussion to ensure students understand the story.
- Does the author focus more on action, dialogue, or description?** Description is the likely answer for this story, but action could be argued.
- Which words stand out to you in this story?** Examples might be: *thrilled, government, remarkable*. Ask students to share why the words stand out, whether it was because the words were difficult to read,



## Modeling & Guided Practice *Continued*

helped them visualize, or gave a stronger description of a person, place, or action.

4. **Now, let's look for some specific things. How does the author in this story describe the people, places, and actions in the story. Look for adjectives, adverbs, and verbs you think are especially descriptive. Remember:**

- a. Adjectives: These are words that describe nouns, like *beautiful* lake.
- b. Adverbs: These are words that describe verbs, like *slowly* swam.
- c. Descriptive verbs: These verbs are chosen for the rich picture they paint. Like "sprinted" vs. simply "ran."

Possible things to find in the first story:

Grade: 2  
Lexile® Measure: 400L - 500L  
Mean Sentence Length: 8.48  
Mean Log Word Frequency: 3.78  
Word Count: 212

### The King of America

Most people know who George Washington was. Most people will tell you that he was the first president of the United States. And they're right. He was! But did you know he could have been much more?

George Washington led the Americans during their war for independence. It was a hard time. It was not an easy task! George sacrificed a lot to bring America its victory. And when he won, he was deeply respected by the newly formed country.

Americans were thrilled to have their independence. But there was a lot to decide. How would this young country form its government? Who would decide how the government was formed? There were many unknowns. But most people were certain of one thing: George Washington should be king of America.

George could've taken a crown. America would've been his kingdom for the rest of his life. But he didn't want that. He was wise enough to know that countries need to grow and change. So he decided America would not have a king. It would have a president, instead. And every four years, another president would be elected.

Never before, nor since, has a person been offered so much power and turned it down for the benefit of all. For this reason and many more, George Washington was a remarkable human.

## Activity



Distribute the second passage, [The King's Best Friend](#), and instruct students to read it.

**Now that you've read both stories, you'll need to look for some clues to determine if they might have been written by the same person.**

**Here are your directions: Look through the second story, [The King's Best Friend](#), and find places where the author is describing something. Even authors trying to hide their identity might slip up and use similar language. Every place you find descriptive language may be a clue!**

Depending on understanding/ability, instruct students to find:

1. Adjectives: These are words that describe nouns, like *beautiful* lake.
2. Adverbs: These are words that describe verbs, like *slowly* swam.
3. Descriptive verbs: These verbs are chosen for the rich picture they paint. Like "sprinted" vs. simply "ran."

**When you locate these clues within your stories, underline or highlight them. When everyone is finished, we will compare our findings.**

Grade: 2  
Lexile® Measure: 400L - 500L  
Mean Sentence Length: 6.92  
Mean Log Word Frequency: 3.89  
Word Count: 166

### Why Frogs Are Happier Than People

Once upon a time, there was a small and dark kingdom with a very sad king. He was sad because he had no friends. He tried everything he knew to find one. He tried ordering people to be friends with him. That didn't work. The people only stayed because they were scared of him. He tried paying people to be friends with him. That didn't work either. Those people only wanted more and more money.

Finally, the king bravely decided he only needed one friend: himself. He became his own best friend. He took himself out to fancy dinners. He bought himself fine gifts. He talked to himself. He listened to himself. He even laughed at himself.

Pretty soon, other people noticed the king having a really good time. They wondered why he was so happy, so they started hanging out with him. Then, they got to know the king. They found out he was actually a pretty nice guy! So...they became his friends! And they all lived happily ever after.

## Activity *Continued*

### Support

Students looking for descriptive and figurative language may find it helpful to first look for nouns and verbs, then subjects and actions of the story, and discuss with you “how” the author describes these in each story.

### Challenge

Students can go beyond the diction used by the author and note the syntax as well. Does the author of each story tend to use shorter sentences or longer ones? Are there patterns in the construction of the sentences? What do you notice about how each story is punctuated?

## Wrap-Up



1. After students have had a chance to look through each passage and find the clues, close by having them share and discuss their findings with you.
2. During this time, resist the impulse to categorize or compare! This will follow as a later activity. For now, you are just looking at the different possible clues.

# Closed



A syllable in which one vowel is followed by one or more consonants. The vowel will make a short vowel sound.

VC

can

bas/ket

mit/ten

ship

nap/kin

pump/kin

ten

rib/bon

prob/lem

# Open



ī  
v

A syllable in which one vowel is followed by nothing. The vowel will make a long vowel sound.

go

e/ven

i/tem

be

ze/ro

mo/ment

hi

gra/vy

fre/quent

# Silent-e



**vce**

A syllable in which one vowel is followed by one consonant then silent-e. The first vowel will make a long vowel sound.

same

huge

ig/nite

line

theme

com/pose

zone

stage

de/sire

# R-Controlled



vr

A syllable in which one vowel is followed by consonant “r”. The vowel sound is “controlled” by the “r”.

stir

verb

turn

porch

scarf

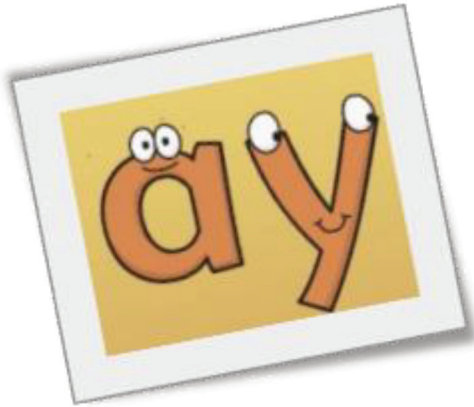
for/mal

soft/er

cur/ly

thir/sty

# Vowel Team



A syllable containing one vowel followed by one or more vowels or consonants side by side that produce one vowel sound.

**V V**

play

snow

tree

soil

book

flight

au/to

dis/count

mea/dow



# Consonant-le



An unaccented final stable syllable containing a consonant and -le. The vowel sound produced will be the schwa.

c-le<sup>ə</sup>

puz/zle

cra/dle

un/cle

dou/ble

ea/gle

snif/fle

When I bump into two,  
one for me and  
one for you!

fabric

magnet

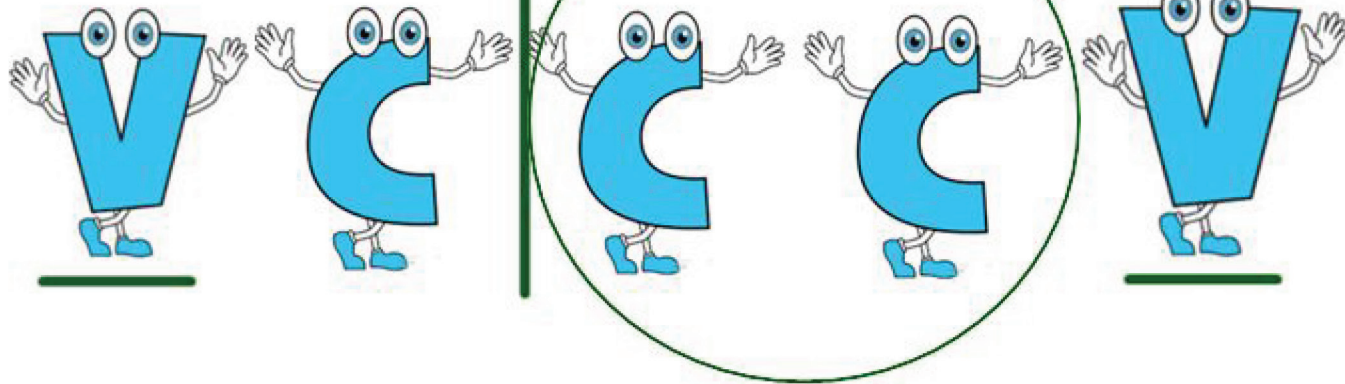


96%  
of the  
time

When I bump into three,  
blends and digraphs  
I must see!

pumpkin

enchant



When I bump into one,  
you get one, and  
I get none!



basis



75%  
of the  
time



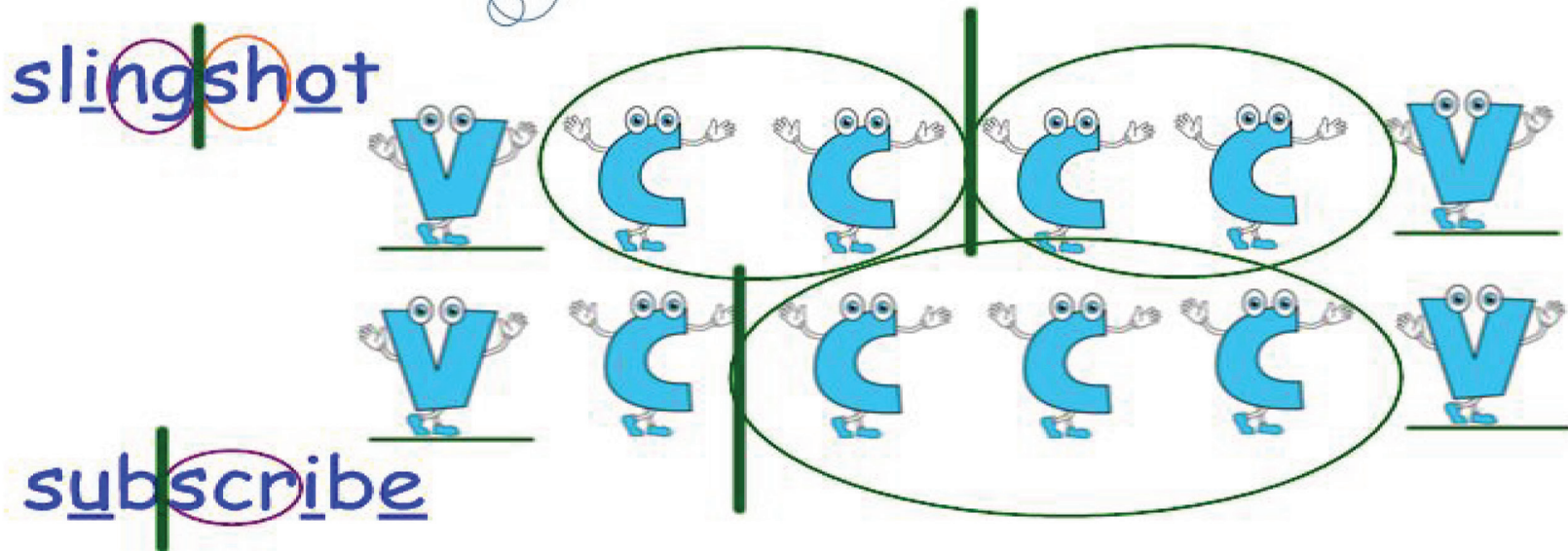
If it's not a word.

and try the other division!



25%  
of the  
time

When I bump into four,  
**blends** and **digraphs**  
I cannot ignore!





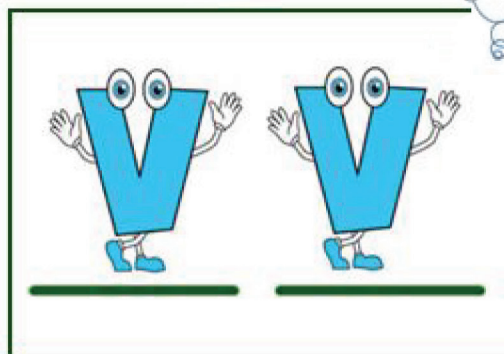
When I am with another, read  
us first as a team.

**Not a word?**

Read me as open, where the  
long vowel will scream!

We  
are a  
TEAM!

I'm  
OPEN!



meat

If it's not a word.



Try dividing between  
the vowels.



create

Grade: 2  
Lexile® Measure: 500L - 600L  
Mean Sentence Length: 8.06  
Mean Log Word Frequency: 3.61  
Word Count: 282

### **Mrs. Su, Where Are You?**

Wendal always enjoys his walk home from school. Sure, it's mostly just sidewalks and buildings that he sees. There are no beautiful lakes to walk beside. And the paths he takes don't go through forests or valleys. But to Wendal, it is full of equally beautiful things.

The sidewalks in his neighborhood are always busy. That's what Wendal likes, the people. He loves walking past them and wondering who they are. Everyone has a story. What is theirs? What makes them happy? What makes them sad? And, most importantly, he wonders where they are going.

One of Wendal's favorite things to do is to make up stories for the people. He passes by someone on the street and imagines the wildest things. The people Wendal passes seem to change every day. There are always new stories to imagine. But Wendal is happy that there are a few folks he sees every day. More than anything, he looks forward to seeing these regulars.

The first regular is Mrs. Su. Wendal always sees her tending the fruit outside her produce store. She's a kind old woman who always waves and smiles. And sometimes, if Wendal's lucky, she'll toss him a piece of free fruit! But today, as Wendal walks by, she isn't outside.

"I wonder where she is? She's always outside at this time."

Wendal decides he should go inside to check on her. It is a good thing he did. Mrs. Su is wrestling her water hose and muttering angrily. It is tangled in a hundred different knots.

"Mrs. Su, do you need some help?" Wendal laughs.

Startled, Mrs. Su looks up. "Oh, Wendal! Now you see why I'm KNOT outside! Ha-ha. Get it?"

# Word Detectives - Word List

Fluency 3, Grade 2

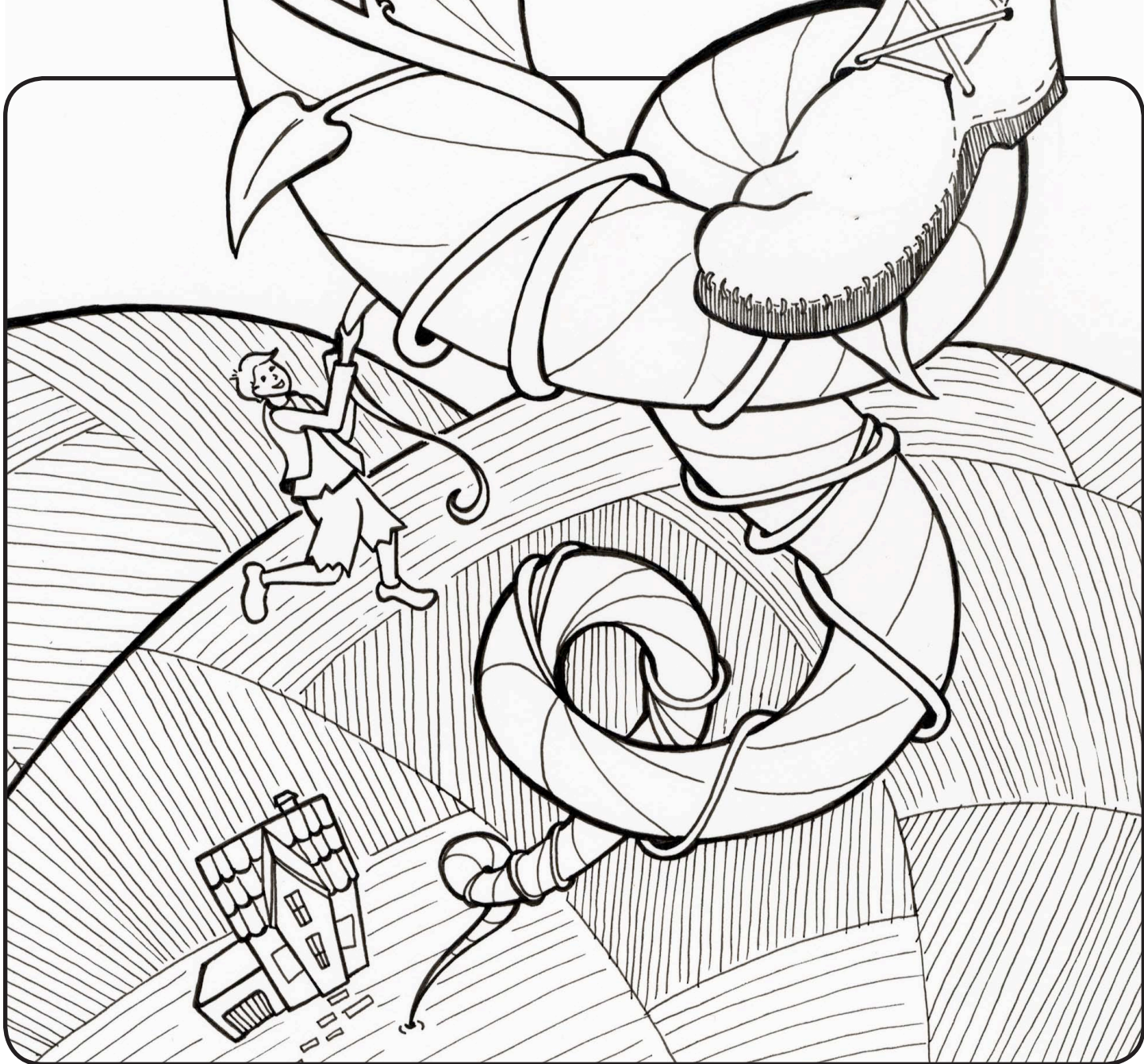
Passage: [Mrs. Su, Where Are You?](#)

**Suggested words:** beautiful, equally, neighborhood, importantly, wildest, regulars, tending, wrestling, muttering, startled

\*Students should add their own words from the passage

Words we may know or have a clue about	Words that are very mysterious





# Jack and the Beanstalk

By Farah Farooqi

Illustrated by Ingrid Sundberg

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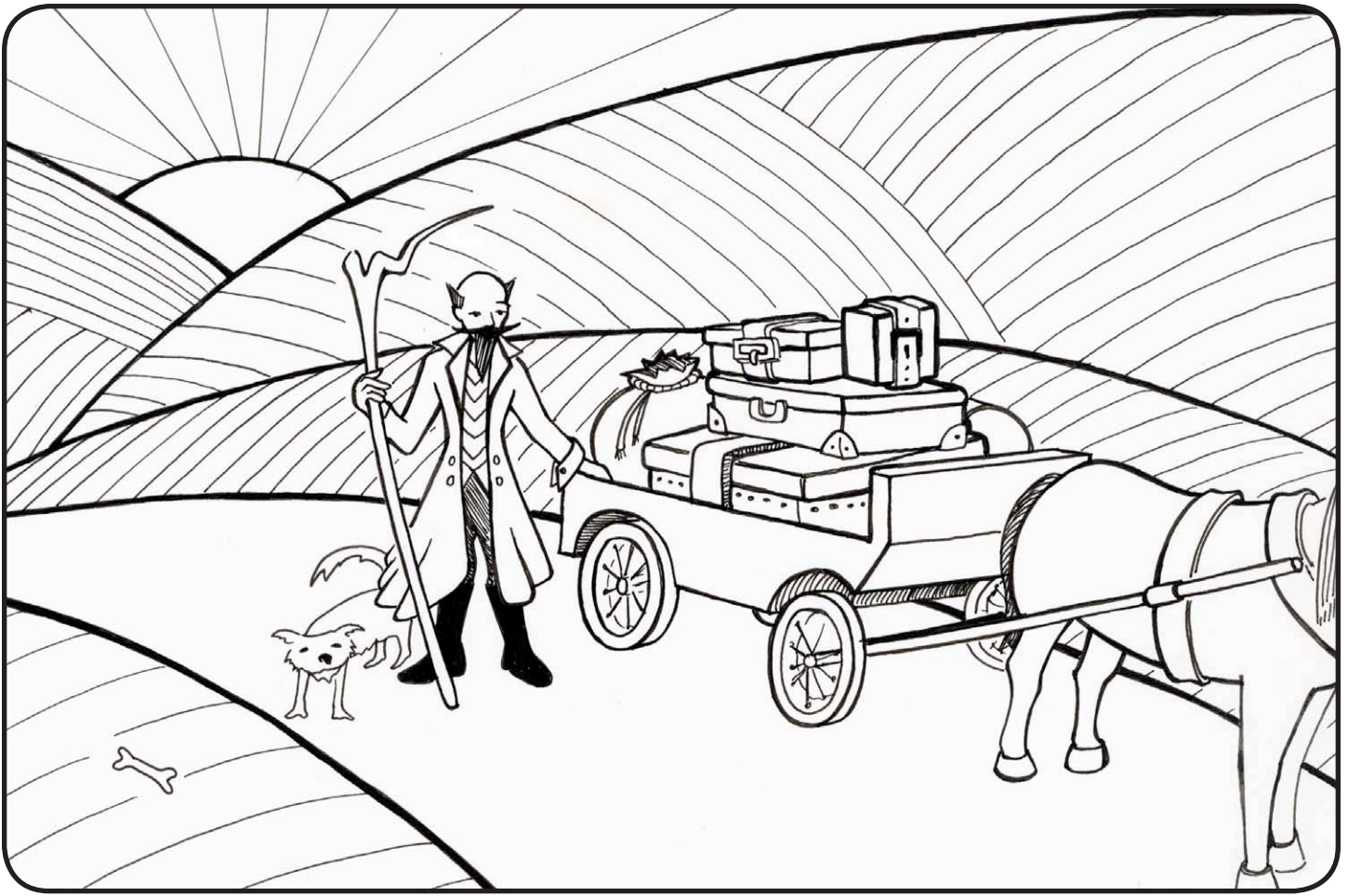
## Chapter One

# Magic Beans

Once upon a time, there was a poor woman. She lived with her son, Jack. They had a cow named Barky. They sold Barky's milk at the market to make money.

One morning, Barky gave no milk. She had become old. Jack's mother was worried. Without milk, they would see horrible times.





“What will we do?” she wondered.

“Maybe we should sell Barky. The money could help us buy food,” suggested Jack.

“Good idea, Jack. Go to the market, and see how much you could get for her,” she replied.

Jack had not gotten very far when his old neighbor, Mr. Bones, approached him.

“Hi, Jack,” Mr. Bones said. “Where are you going?”

“I’m going to the market to sell Barky,” said Jack.

“I don’t see a dog,” said Mr. Bones.

“Well, I really wanted a dog. But we couldn’t afford one, so I named the cow Barky,” explained Jack.

“Interesting. My dog’s name is Moo,” said Mr. Bones.

“Is that because you always wanted a cow?” asked Jack.

“Yes. In fact, I want your cow. So let’s make a deal. I’ll give you five beans for your cow,” answered Mr. Bones.

“I don’t really like beans,” frowned Jack.



“But these are magic beans,” said Mr. Bones. “If you plant them, they will grow to the sky. Who knows what luck they will bring? If I’m wrong, you can have your cow back.”

Jack thought about the magic beans. Maybe they would bring good fortune.

“You have a deal,” said Jack. He took the beans and headed home.

“How much did you get for Barky?” his mother asked.

“Five magic beans,” Jack answered happily.

“What?” she shouted. “There is no such thing as magic beans! Oh Jack, what have you done? Go to your room!”

Jack walked slowly to his room. He flopped onto his bed.

“Stupid beans ...”

Jack threw the beans outside his window and went to sleep.





## Chapter Two

# Meet the Giants

The next morning, Jack could not believe his eyes. A super tall beanstalk grew outside his window.

“Maybe my good luck is at the top,” Jack thought.

He began climbing the beanstalk until he reached the sky. At the top was a huge house. A giant woman stood at the door. Jack was surprised at her size, but was too hungry to think about it.





“I am tired and starving,” said Jack. “Do you have anything to eat?”

“Go away! My husband is a giant and will eat you,” said the giant woman.

“Please,” begged Jack.

The giant woman heard Jack’s tummy growl and gave him some cake.

Suddenly, there was a thunderous sound. *Thump! Bump! Thump!*



The house shook, and the cake fell out of Jack's hand.

"He is back! Hide!" yelled the giant woman.

A giant man walked in. Jack could see his shoes. A hundred cows could fit inside of them.

"Wife, I smell delicious things. What do we have to eat?" he asked.

"We have soup, meat, bread, and cheese. What do you want?" asked his wife.

“I want it all!” said the giant. “Wait. What is that new smell?”

Jack hid behind the giant cheese.

“Fee-fi-fo-fum! I smell a boy! Where did he run?” said the giant.

“There is no boy. It’s probably the smelly cheese,” said his wife.

“Since there are no greedy humans around, bring my golden hen,” ordered the giant.



Jack watched as the hen laid golden eggs. The giant counted the eggs and then fell asleep. Jack grabbed the hen and scrambled down the beanstalk. When he got home, he handed the hen to his mother.

“The beans were magic! They led me to this hen that lays golden eggs,” exclaimed Jack.

“We will be rich,” said his mother.





### Chapter Three

## A Piece of Cake

The next day, Jack climbed back up the beanstalk. He saw the giant woman again.

“I’m hungry. Can I have some cake?”

“Go away! My husband will eat you!”

“Please,” begged Jack.

The giant woman felt bad. She gave Jack more cake. Then there was a loud sound. *Thump! Bump! Thump!*

“He is back! Hide!” yelled the giant woman.

The ground trembled as he marched in.

“Fee-fi-fo-fen! I smell a boy! Or is it cheese again?” asked the giant.

“There is no boy. It’s probably your smelly socks,” said his wife, holding her nose.

“Since there are no sneaky humans around, fetch my silver pot,” said the giant.

As he stirred the pot, it filled to the rim with silver coins. The giant counted his coins and then fell asleep. Jack seized the pot and ran toward the beanstalk.

“Now that was a piece of cake,” smiled Jack.

Just then, he tripped over the giant’s big toe.

“Ouch!” yelled Jack.

The giant woke up and ran down the beanstalk after Jack. Jack reached the bottom and called out to his mother.



“Mother! Bring me an axe!”

Jack began chopping down the beanstalk. Soon, the beanstalk fell with a great thump, and so did the giant.

Jack showed the silver pot to his mother.

“Let’s make chocolate cake to celebrate,” said his mother.

Then they saw the giant lying on the floor with a sad face. He had a bump on his head.

Jack felt bad. He got a big bandage and placed it on the giant’s head.



“Sorry for taking your stuff. Will you still eat me?” asked Jack.

“Fee-fi-fo-fake! I won’t eat you, but can I have some cake?”

“You have a deal!” Jack said happily.

They all enjoyed the cake, shared the riches, and lived happily ever after.



Grade: 2  
Lexile® Measure: 400L - 500L  
Mean Sentence Length: 8.48  
Mean Log Word Frequency: 3.78  
Word Count: 212

## **The King of America** **A Biography**

Most people know who George Washington was. Most people will tell you that he was the first president of the United States. And they're right. He was! But did you know he could have been much more?

George Washington led the Americans during their war for independence. It was a hard time. It was not an easy task! George sacrificed a lot to bring America its victory. And when he won, he was deeply respected by the newly formed country.

Americans were thrilled to have their independence. But there was a lot to decide. How would this young country form its government? Who would decide how the government was formed? There were many unknowns. But most people were certain of one thing: George Washington should be king of America.

George could've taken a crown. America would've been his kingdom for the rest of his life. But he didn't want that. He was wise enough to know that countries need to grow and change. So he decided America would not have a king. It would have a president, instead. And every four years, another president would be elected.

Never before, nor since, has a person been offered so much power and turned it down for the benefit of all. For this reason and many more, George Washington was a remarkable human.

Grade: 2  
Lexile® Measure: 400L - 500L  
Mean Sentence Length: 6.92  
Mean Log Word Frequency: 3.89  
Word Count: 166

## **The King's Best Friend**

### **A Fairy Tale**

Once upon a time, there was a small and dark kingdom with a very sad king. He was sad because he had no friends. He tried everything he knew to find one. He tried ordering people to be friends with him. That didn't work. The people only stayed because they were scared of him. He tried paying people to be friends with him. That didn't work either. Those people only wanted more and more money.

Finally, the king bravely decided he only needed one friend: himself. He became his own best friend. He took himself out to fancy dinners. He bought himself fine gifts. He talked to himself. He listened to himself. He even laughed at himself.

Pretty soon, other people noticed the king having a really good time. They wondered why he was so happy, so they started hanging out with him. Then, they got to know the king. They found out he was actually a pretty nice guy! So...they became his friends! And they all lived happily ever after.